ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002567	N.A.	No.3

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Sobel, Morton J.

5. TITLE OF DOCUMENT ABSTRACTED: Resource Materials on Intergroup-Relations Education

6. PUBLICATION TITLE: Theory Into Practice: Intergroup-Relations Education

7. EDITOR(S): Ehrlich, Howard J.

8. PLACE OF ORIGIN: ORG. Bureau of Educational Research and Services; ST. College of Education The Ohio State Univ.; CITY, STATE Columbus, Ohio

9. PUBLISHER OR SOURCE: Bureau of Educational Research and Services, College of Education, The Ohio State Univ., Columbus, Ohio

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
II	172-180	6/63	9

TELE. EXT. INST/LOC CODE

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

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COPYRIGHT RELEASE FILED: YES ☒ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

audiovisual aids		human resources	
Curriculum resources	filmstrips		teaching techniques
secondary education	teacher education		
elementary education	intergroup relations		

17. ABSTRACT (MAX. 250 WORDS)

Presented is a wideranging discussion of resources available to educators concerned with improving intergroup-relations education. Audiovisual materials are available as well as recordings and filmstrips. Audience participation techniques such as role-playing or the "rumor clinic" are described.

Books available for administrators and staff are: Intergroup Education in Kindergarten-Primary Grades, Teaching and Learning the Democratic Way, The Jim Crow School -- North and West, and Challenge to Americ[illegible]. Book lists given are: Reading Ladders for Human Relations, About One Hundred Books: A Gateway to Better Intergroup Understanding.

Specific materials for elementary school children mentioned included films, choral readings, and books. Specific materials for secondary school pupils are included also. Periodicals, research bulletins, and names of organizations which can supply materials relevant to intergroup relations are listed.

ERIC No.

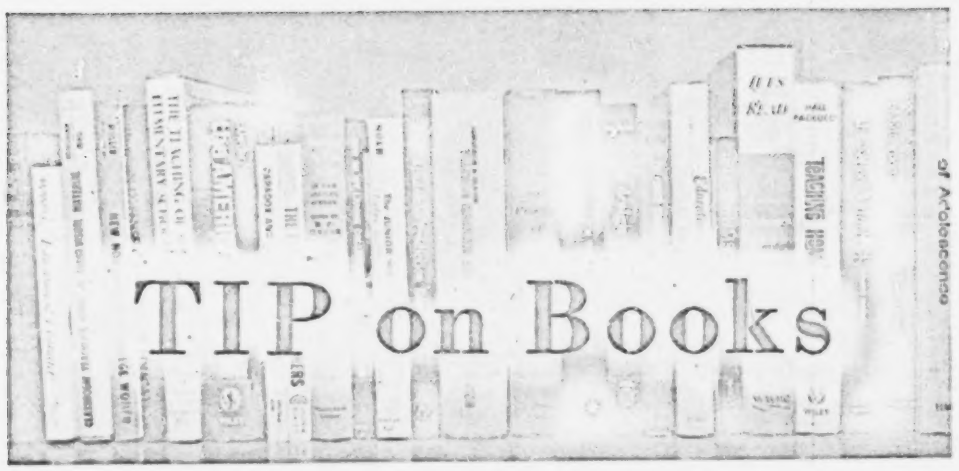
18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED002567



Resource Materials on Intergroup-Relations Education

MORTON J. SOBEL

This article appears in place of our customary book reviews. It is a wide-ranging discussion of resources available to educators who are concerned about improving intergroup-relations education. Mr. Sobel is director of the National Department of Colleges and Universities of the Anti-Defamation League of B'nai B'rith.

No good teacher ever depends solely on textbooks, courses of study, curriculum guides, or similar materials. This is as true for intergroup-relations education as for any other area—perhaps more so, because we know that many available teaching materials do not adequately treat minority groups in our society.[1] With this in mind, some background seems necessary before we describe available resources.

The Role of the Teacher and the School

Skillful use of resources in intergroup education is fundamental to its implementation. Unfortunately, good materials can be used in such a way that they may do harm, particularly if the educator lets her own biases color what she does in the classroom. By the same

[1] See the article entitled "Intergroup Relations in Social-Studies Textbooks," by Judah J. Harris, pp. 128–35, in this issue of TIP.

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token, a good teacher, equipped with poor materials, can through appropriate skills transform potentially negative learning experiences into positive ones.

Intergroup education also requires factual knowledge. If a teacher believes in a superior race, or categorizes all members of any group in a stereotyped fashion, or does not have basic information about the contributions of various groups to our society, she cannot do an effective job. Therefore, we have a right to expect that the teacher will acquire knowledge, develop positive attitudes, and acquire appropriate skills in intergroup education.

We must also examine the role of the school in developing effective intergroup education. For some years there has been a major difference of opinion among those concerned with this area. Some believe that our approach to teaching good human relations must be *direct*—even to the extent of instituting special courses. Those who disagree believe that by doing this we separate human relations from the entire fabric of life as if there were no relationship between the two; they advocate an *indirect* approach. They suggest that by treating all children in the classroom in the same manner, we demonstrate good human relations; that children, seeing such demonstration, will themselves be educated positively in human relations.

Neither approach is a panacea. Exclusive use of the direct approach would probably be neither feasible nor realistic. We recognize the major administrative problems involved in adding new courses to elementary- and secondary-school curriculums, the inadequate preparation of many teachers to handle such courses, and the problems of presenting intergroup relations in an organized, academic, and appropriate fashion. However, the indirect approach does not offer *the* answer either. Most important, it ignores the acquisition of factual knowledge. As to the effectiveness of total reliance on this approach, we might note that if teachers have been treating children equally for many generations, it apparently has had relatively little impact on intergroup relations.

A combination of the two approaches would probably be more effective than the sole use of either one. Intergroup-relations concerns can be integrated into the existing curriculum where appropriate: they can be brought into language arts, social studies, mathematics, physical education, or any of the other usual elementary- and secondary-school subjects. Obviously, this requires an organized effort by teachers and administrators to examine the present curriculum, to determine where intergroup materials belong, to insert them appropriately, and finally, to evaluate their effectiveness continually. Such a course of action does not militate against dealing

directly with intergroup relations, too. What it implies is school-wide recognition of the importance of intergroup relations, as well as an organized approach to implementing a program.

We cannot wrap children in cotton batting to protect them from all potentially negative experiences or hurts. Perhaps it is better that we not even make such an attempt. However, we certainly can make every effort to translate them into positive experiences. When faced with inadequate, unfair, or incomplete materials that we are expected to use in the classroom, we can take positive steps. The most obvious is to present other materials that carry more positive implications. Many materials produced by human-relations agencies, school committees, and colleges and universities are excellent for supplementing the already existing curriculum items.

There are also certain devices that the teacher can use in the classroom. Sometimes the simple act of stopping the normal current of classroom affairs to conduct a free and open discussion relevant to the content of the book being studied is quite appropriate. Thus, consideration of "all" Negroes vis-à-vis Little Black Sambo is important, even if it interrupts the classroom procedure. When books use stereotyped terms such as *swarm* in reference to immigrants into the United States, or project the idea that Roman Catholics are all responsible to the Pope in every way, it makes good sense for the teacher to deal with these misconceptions immediately.

The teacher can also help her class to understand minorities by highlighting specific contributions made by individuals or groups to this nation and to the democratic way of life. Undoubtedly, this approach has positive effects. Yet there is also an inherent danger here: we would not wish or expect all minority-group children to be Albert Einsteins or Jackie Robinsons, even though such persons may serve as models whom the child may wish to emulate.

Perhaps the most effective way of improving intergroup understanding is through intergroup contact on a person-to-person level. In homogeneous situations where "we have no problems," such contact may have to be manufactured. Obviously, the best situations involve co-operation between individuals or groups who are different from one another. If the experience is an unpleasant one, there is, of course, the possibility that negative attitudes will be solidified; or if the experience is a good one, the individual may decide that the one person with whom he has had personal contact is the exception that proves the rule about *that* group. However, if the teacher is aware of these possibilities, she may be able to lessen any harmful effects.

Most important of all, we cannot teach positive intergroup rela-

tions in an undemocratic atmosphere. The classroom, the school, and the school system *must* be democratic and permissive. This does not mean license, but it does mean that freedom is respected and promoted. Fears, anxieties, and tensions, which are at least partially responsible for some negative intergroup relations, are intensified in autocratic and undemocratic situations. We cannot teach democracy and live fascism.

Resource Materials

In light of this background, let us examine resource materials. Because of the vast multitude of materials available, attempting to categorize them is difficult. However, resources are available for different age and grade levels from kindergarten through college. Audio-visual materials include 16 mm sound motion pictures, recordings, and filmstrips. These are usually accompanied by discussion guides, and occasionally by records. Printed materials fall into categories such as books, pamphlets, posters, book covers, blotters, bookmarks, and so on. *Human resources* ought not to be overlooked either. Persons engaged in intergroup relations, as well as members of particular groups who are qualified in many areas aside from their racial, religious, nationality, or social-class identification may be called upon. Finally, one cannot overlook certain techniques that might be identified as resources. The following sections give samples of these categories and then list some sources from which materials can be obtained.

Audience-participation techniques. Let us deal first with intergroup-education techniques involving audience participation. Many teachers have used sociometrics to devise sociograms of their classes to determine patterns of friendship, leadership, isolation, and so on.[2] Intergroup relationships can also be determined in this way.

Sociodrama or role-playing is another technique used extensively. Through this device, children have the opportunity to play someone else's role in a simulated, but nevertheless real, life situation. Thus, problem-solving can take place, empathy (being in the shoes of the other guy) may be developed, and teachers may, in an ethical way, discover otherwise unavailable information about children.[3]

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[2] *See,* for example, Helen Hall Jennings, *Leadership and Isolation: A Study of Personality in Inter-Personal Relations.* New York: Longmans, Green and Company, 1950.

[3] *See* Morton J. Sobel, "Sociodrama in the Classroom," *Social Education,* April, 1952, *16.* 166–68; Morton J. Sobel, "Sociodramas: An Aid in Classroom Discipline," *The Clearing House,* December, 1951, *26,* 235–38; and Lloyd and Elaine Cook, *Intergroup Education.* New York: McGraw-Hill Book Company, Inc., 1954. Many other sources are also available.

Although there are many techniques of this kind, space permits our making note of only one more. The "Rumor Clinic" is a technique whereby children retell a story they have just seen on a filmstrip. This provides an opportunity for them to discover how our society determines, to a substantial degree, our perceptions of others.

Materials for administrators and teachers. Administrators and teachers will find a wealth of material that deals with this area. One book, entitled *Intergroup Education in Kindergarten-Primary Grades*, is one of the few such works that is directed toward lower elementary-school levels.[4] Another up-to-date and definitive "how-to-do-it" book is *Teaching and Learning the Democratic Way*.[5]

The critical issue of *de facto* segregation in non-Southern schools has become more pressing in recent years. Educators are struggling desperately to achieve equitable and reasonable solutions to the problem. Various publications deal with particular projects attempting to upgrade deficient educational programs that are directly or indirectly related to *de facto* segregation. Teachers will be interested in projects such as the St. Louis program, headed by Samuel Sheppard, the New York City High Horizons program, the Great Cities Project, and others. One publication, entitled *The Jim Crow School—North and West* (NAACP),[6] discusses some of the myths and realities regarding segregated schools, and then graphically describes some devices that may be used to ameliorate the situation.

For classroom use, teachers will find many resource units available. Some have been produced by human-relations committees of various school systems. Others are available in printed form from human-relations agencies. Still others are included in such books as *Teaching and Learning the Democratic Way*, noted earlier. One series of resource units called "Study Guides in Human Relations" (NCCJ) is graded for early elementary, later elementary, junior, and senior high schools. Another series is devoted to specific topics such as prejudice and discrimination, human rights, immigration, etc. (ADL). All are designed to supplement already existing classroom materials or may be used to develop particular study units.

Teacher training materials. Few publications do a complete and adequate job with teacher training in intergroup education. There are, however, two film series that are especially suitable for this

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[4] Stendler, Celia Burns, and Martin, William E. New York: MacMillan Company, 1953.

[5] Noar, Gertrude. New York: Prentice-Hall, 1963. *See also* H. Harry Giles, *The Integrated Classroom*. New York: Basic Books, Inc., 1959.

[6] The full names and addresses of each of the agencies referred to appear on page 180.

purpose. The "Point of View" (ADL) films are graphically illustrated lecture presentations. One, by William Van Til, chairman of the Department of Secondary Education at New York University, is entitled *Challenge to America.* It describes the need, justification, philosophical underpinnings, and basic approaches to this field. Another film presents a discussion, *Anti-Semitism in America*, by Melvin M. Tumin, a sociologist at Princeton University. Mr. Tumin deals with this phenomenon as a prime example of "selective perception." This film, and the series entitled "Epitaph for Jim Crow" (five films on American race relations by Thomas F. Pettigrew of Harvard University), are useful in teacher training and also with upper-grade level students. All of the lectures are also available in pamphlet form.

Bibliographies. Various book lists have been and are continuing to be produced. *About One Hundred Books: A Gateway to Better Intergroup Understanding*, one of several good ones, is divided by age groups.[7] *Reading Ladders for Human Relations* is an annotated listing of over 650 books that deal with a wide variety of human-relations topics, many going beyond intergroup relations.[8] Numerous other bibliographies are also available.[9]

Materials for elementary-school pupils. Since it is impossible to indicate all of the materials available for pupils, a few examples must suffice. Younger children will delight in "Little Songs on Big Subjects" (ADL). These are available on long-playing records, with sheet music, and in a two-part animated "bouncing-ball" motion picture. *Some Children Are . . .* (NCCJ) is in light-verse form and calls attention to the many cultural differences of children and their basic likenesses. *The Princess in the Tower* (AJC) is a choral reading in verse, suitable for elementary schools. *The Rabbit Brothers* and *The Toymaker* (ADL) are brief, gaily illustrated pamphlets. The first tells the story of a pair of twin rabbits; one likes everybody and the other likes nobody who is different from him. *The Toymaker* relates in pleasant, simple, understandable-to-children terms

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[7] Wolfe, Ann G. New York: American Jewish Committee, 1959.

[8] Heaton, Margaret M. Washington, D. C.: American Council on Education, 1955.

[9] *See,* for example, Augusta Baker, *Books about Negro Life for Children,* 1961. New York Public Library, Public Relations Department, Fifth Avenue and 42nd Street, New York 19, New York; M. E. McWhirter, *Books for Friendship,* 1962. ADL and American Friends Service Committee, 160 North 15th Street, Philadelphia 7, Pennsylvania; *Books for Junior High School* and *Books for Senior High School.* The Library, Philadelphia Fellowship Commission, 260 South 15th Street, Philadelphia 2, Pennsylvania; *Free and Inexpensive Learning Materials,* 1960. George Peabody College for Teachers, Nashville 5, Tennessee; Ruth Strang, Ethlyne Phelps, and Dorothy Withrow, *Gateways to Readable Books,* 1958. H. H. Wilson Company, 950 University Avenue, New York 52, New York.

the struggle between "Stripes" and "Spots," two puppets who eventually discover the lesson of the brotherhood of man and the fatherhood of God. It also is available in a 16 mm color film.

Materials for secondary-school pupils. Gladys Baker Bond's *Mission Accomplished* (ADL) is one of a series of plays designed for teenagers. Each forcefully expounds human-relations concepts in young people's terms. Willard Johnson's *Big, Big World and the People In It* (NCCJ) is an illustrated message of goodwill for young people, as well as for adults. *One God* (NCCJ) is a film (and a book) which interestingly presents the Protestant, Catholic, and Jewish faiths. Selma G. Hirsh's *Fear and Prejudice* (AJC) is a condensation of *The Fears Men Live By*, by the same author, which was based on the "authoritarian personality" studies of prejudice. *The High Wall*, distributed by many agencies, is a classic film for adolescents and adults that traces the source of a teenage gang fight to prejudicial attitudes in the home. *The Anatomy of Nazism* (ADL) is a filmstrip that treats the great evil which encompassed the modern world in the thirties and forties. *A Morning for Jimmy* (National Urban League) is the true story, on film, of a young Negro boy who encounters racial discrimination while seeking part-time employment. Through assistance from wise adults, Jimmy begins to understand that, with proper education and training, he, too, can find his place in life.

"Dolls for Democracy" is a program presented by volunteer "Doll Ladies," through the Anti-Defamation League and local B'nai B'rith chapters. They bring four ten-inch dolls representing people in the world community who, irrespective of their varying races, religions, national origins, and social classes, made important contributions to mankind in many ways.

Periodicals and research. Educators must not be satisfied to develop an extensive library, take a course or two, and "rest on their laurels." Good sources for keeping up with new developments are professional journals issued by academic societies; examples of these are *Social Education, Educational Leadership, The Journal of Social Issues*, and *Social Problems*. Many journals occasionally carry reports of research or experimental projects undertaken to improve intergroup education. Periodically, some popular magazines will carry articles of major interest to intergroup educators; many are later available in reprint form from human-relations agencies.

In order to keep abreast of the latest developments in research, the educator might be interested in *The Research Bulletin on Intergroup Relations*. It is produced annually by the Society for the Study of Social Problems and the Society for the Psychological

Study of Social Issues, in co-operation with the Anti-Defamation League of B'nai B'rith. Each year it reports completed, ongoing, and contemplated research in intergroup relations; projects are selected from many disciplines, including sociology, psychology, education, history, anthropology, and political science.

Higher-education facilities. College courses, although not usually regarded as "resources" or "materials," ought not to be overlooked as extended teacher-training programs. Each summer fifty or sixty institutions of higher education offer human-relations workshops. These range from one to eight weeks in duration, usually grant credit (sometimes both graduate and undergraduate), are often cosponsored with public and private agencies, usually have multidisciplinary staffs, and attract many educators. As with any program of this kind, the workshops vary in content and quality. Some do not deal with intergroup relations exclusively, but cover a wide range of human-relations interests. They provide, on a relatively informal basis, a concentrated experience for increasing one's competence.

Many colleges offer courses during the regular year's calendar. Some are offered by schools of education; others by sociology or psychology departments and are not as directly related to the classroom. Nonetheless, such courses are exceptional means for the educator who wishes to become more proficient in this area.

Human resources. Completely separate from the various "mechanical" devices described is the use of individuals as resources. Several colleges have centers for human relations, under varying names.[10] All of the centers are willing to provide consultant services, speakers, printed materials, and so on.

Human-relations agencies. Many of the resources described here have been produced by human-rights commissions, committees, boards, fair employment-practices bodies, etc., or from privately supported voluntary agencies. Perhaps a first step for the educator is to request publications and audio-visual catalogs from those agencies. Many of them are also able to supply qualified consultant services that are of great value to schools and educators. The topics covered range from desegregation, both in the North and South, to civil rights and intergroup relations. Many have regional offices across the country. A listing of some of the most prominent agencies, including their national office addresses, will be found on the following page:

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[10] At the present writing, centers are located at the University of Pennsylvania, the University of Oklahoma, the University of Detroit, New York University, Boston University, the University of Miami, St. Louis University, and Springfield College.

American Civil Liberties Union
170 Fifth Avenue
New York, New York

Public Affairs Committee
22 East 38th Street
New York, New York

American Jewish Committee
165 East 56th Street
New York 22, New York

Anti-Defamation League of B'nai B'rith
Suite 300
515 Madison Avenue
New York 22, New York

National Conference of Christians and Jews
43 West 57th Street
New York 19, New York

National Urban League
14 East 48th Street
New York, New York

UNESCO Publications Center
152 West 42nd Street
New York 36, New York

National Association for the Advancement of Colored People
20 West 40th Street
New York 18, New York

American Friends Service Committee
160 North 15th Street
Philadelphia 7, Pennsylvania

All of the agencies are willing to help professional educators. If there is a real desire to improve intergroup education, these sources ought to be utilized.

Intergroup education is not easy. It is not yet a science, nor is it even an art. However, it is a job that must be done. The school cannot be expected to shoulder the entire burden of improving intergroup relations; however, it has an important role. The resources available are helpful in fulfilling this role. While knowledge alone does not change emotions or attitudes, without it we can be relatively sure that *no* change will take place.